

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, FEBRUARY 7, 1889.

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Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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We make no apology to our large circle of readers of the several editions of this JOURNAL outside of Missouri.

The "University of the empire State of the Mississippi Valley," which should draw students from a large circle of States, if it was properly managed has been so *mismanaged*, as officially reported by a committee appointed by the Governor to look into its affairs, that this committee say:

"We find, much to our mortification, that the young people of our State go elsewhere to finish their education."

Of course this committee recommend a change of management, and one of the committee goes so far as to say that "the person or persons in charge" should be "relieved of the management."



And National Educator.

St. Louis, February 7, 1889.

J. S. MERWIN Managing Editor
JERIAH BONHAM,
PROF. I. BALDWIN,
PROF. G. L. OSBORNE, Associate Editors
PROF. R. C. NORTON,

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CERTAINLY the newspapers of Missouri are all interested in our educational movements in the Common Schools, the High School, the Normal Schools and in the State University too—if we only had one. All these institutions come to be in their work the direct allies of the newspapers of the State. Where there is a high degree of intelligence such as is sure to prevail where the schools are flourishing—there the people want newspapers—there they are able to pay for them—there a thousand demands are made for printing in endless and various directions. When the people are ignorant and illiterate, they do not want, subscribe for, or pay for a newspaper—they do not want printing of any kind or sort—there is only darkness where there is illiteracy.

Why, then, when an able responsible, intelligent Committee appointed by the Governor make such a "report," as we print, on the State University—why is it that the newspapers of the State do not lay "the deplorable state of facts" which have existed "for twelve years" before the tax-payers and the people?

Why?

LIGHT and intelligence—failing that, lightning! The country can take its choice. Carlisle is for chaos and lightning. Ignorance and darkness breed the latter.

Ignorance costs. Intelligence pays. The truth will be spoken.

The Committee appointed by Gov. Morehouse, consisting of Hon. J. Perry Johnson, Senator from the 24th District; Hon. Saml. K. Crawford, representative from Benton County, and Hon. John F. Morton, of Ray County, to visit the various Institutions of Missouri, have, in the discharge of their duties, rendered the State a great and essential service.

The Report has been made to the Thirty-fifth General Assembly, and one thousand copies printed in pamphlet form.

We present extracts from this Report on "The State University," and its management under Dr. Laws, in another column. Tax-payers, parents, and others interested in our Educational affairs in Missouri and outside of Missouri, will find these extracts interesting reading.

We shall publish other extracts from the Report on the University and Dr. Laws' management—with comments, as we can find space.

As will be seen by those who read this Report carefully, this Committee have rendered the State an important and essential service.

Poor old Harvard University! how can it ever expect to cope with "the University of the empire State of the Mississippi Valley," while not "a member of the faculty" owns a "stuffed elephant?"

The opponents of the Blair Bill confuse the issue, when asking the significance of the JOURNAL'S statement that forty four Senators voted for the Blair Bill.

Let it be remembered that seventy-six Senators represent the interests of the country as a whole, instead of the local constituency which belongs to a member of the House.

Let it be borne in mind that these Senators are especially experienced in constitutional law.

Let it not be forgotten that each of them represent nearly one million of citizens! Then, indeed, it will be seen how foolish of others to discuss the

constitutionality of a question already pronounced upon *three* times by this august tribunal. Then, indeed, will be appreciated the hopelessness of success for those who, by chicanery, would defeat the will of forty millions of persons.

Political subtleties may delay, but no power can defeat a measure which has been discussed in all its aspects, and whose reasonableness has but become the more evident as the fierce light of debate has played about it.

Dr. LAWS and his "elephant" both, fail to draw students, or to keep them at the State University; but Dr. Laws draws large sums of money, and has arranged to draw from the *present* legislature still larger sums of money—for what? Why, according to the "official report" of the Committee appointed to investigate the concern, to run a course of study which should be remitted to the Normal schools and academies and common schools.

In order to swell the list of attendance at the University Dr. Laws ropes in the children of the *Common Schools* of the town, and defrauds the State by another misappropriation of the funds of the University.

This is the reason of the searching far-reaching questions of the Committee appointed by the Gov. to look into the management of the concern, when they ask:

"Can it be urged truthfully that it has advanced and kept pace with our normal schools, our private colleges and academies, or even with our common schools, or that it has kept abreast of like institutions in other and surrounding States?"

Will it be claimed that it is a university in fact, or that its management and course of study compare favorably with its sister universities?"

Of course no such thing can be "urged truthfully," and this is the reason why, as stated by Hon. John F. Morton, that "for twelve years this deplorable state of facts has existed," and why he believes "the person or persons in charge should be relieved of the management."

To this people, to this nation, with its more than six millions of illiterates, the work done by our teachers is a birth from darkness into light; from weakness into power. Do we so see it, and help and reward it?

THE intelligent person will read the world and its laws, and see his relations to it; and the world and its laws and relations will appear and demand to be read by the intelligent person. What can ignorance know of these?

IN the commonest human face of your commonest pupil—if your have such an one—there is more of beauty and intelligence than Raphael can take away with him.

WHERE is the scale competent to measure the outcome of this work done by the faithful teacher?

THIS mysterious tide of vision, opening up and out into power to see events and things and their relations: Who can measure it? The teacher brings it, inspires it, directs it to wise ends. Let us take hold and help, and not hinder such work. There is alas! too little of it in the world at best.

THE teacher is the root of so many great things and great thoughts, which ripen into noble action, that we reverence them in the work they do.

Do not attempt to put obstacles in the way of such work.

WHY?

WHY was the able and searching "report" of the committee, appointed by the Governor to investigate the State University up at Columbia, suppressed?

Dr. Laws seems to have met some gentlemen, once, whom he could neither buy nor bulldoze into silence; but when the report of his tyranny and malfeasance in office was printed, and the "deplorable state of facts," which has existed under his management "for twelve years"—why did not the press of the State publish this "deplorable state of facts"? We publish the report in another column, and the parents who have sons to educate and the tax payers who pay this "fiddler" while his stuffed elephant marches into the University through "a hole in the wall," will find this report mighty interesting reading.

How can Missouri expect or induce intelligent people, who want to educate their children, to come and settle in a State where its leading literary institution can be held and kept under such blighting influences for twelve years!

Read the report. Study the searching questions asked in regard to the work and standing of the State University under Dr. Laws—or rather, the lack of work and of standing of this fraud upon the people. Read the repeated and the reiterated story of

his malfeasance in office and his repeated misappropriation of funds entrusted to him.

Dr. Laws, says a correspondent of *The Republic*, "is the Board of Curators as well as the President of the State University."

We throw some side-lights on to the report—but the report itself should be read—will be read—but why has it been so systematically ignored and suppressed by the newspapers of Missouri? Why?

THERE follows in the track and work of every conscientious teacher, the dawn of justice, intelligence and liberty. This is their reward, this is their success—so we say, let us write and print the great things our teachers have done and are doing—rather than to belittle their work.

GRAND OLD MISSOURI!

WE hope every teacher in the State will have the Inaugural Address of Gov. Francis read in their schools; and we hope further that they will give it a careful and thorough study.

We notice, that in his enumeration of topics on which legislation is proposed—education stands first,

We call the attention of our teachers, also, to the other topics enumerated—to ask what sort of preparation the pupils get in the schools for the discharge of these duties and for the proper handling and wise legislation on such topics? The three R's will scarcely answer all these demands.

Gov. Francis says:

"New conditions have been created and new problems present themselves. How to meet them to the advantage of the State will require the best intelligence. Affirmative and positive action is necessary if we would advance the interests of the people and push Missouri forward to a higher place among the great States of the nation.

As legislators you have a difficult and important task to perform, calling for the exercise of wise discretion, intelligent application and unswerving fidelity. Your earnest co-operation is essential to the successful administration of the State. The session upon which you are entering promises to be a notable one. The statute laws of the State are to be revised. Legislation will be proposed on matters pertaining to education; to the collection of the revenue; the method of exercising the right of suffrage; the regulation of the liquor traffic; the regulation of railroad, telegraph, telephone, express and sleeping car companies; of banks and insurance companies; of the storage, inspection and sale of grain; the introduction of the underground wire system; the perfection of sanitary methods; the inspection of cattle; the organization and maintenance of the militia; the government of State institutions; the abolishment and creation of offices,

and, by no means the least important, the encouragement of immigration."

THAT "hole in the wall," up at the State University, was made by order of Dr. Laws. The "stuffed elephant" was put through the "hole in the wall" by order of Dr. Laws, and then the "hole in the wall" was filled up by order of Dr. Laws, and then an order was passed by order of Dr. Laws, that no one should ever again make a "hole in the wall" of the State University. Great is Dr. Laws of ———!

LOADED.

ATTENTION is called to the following official statement of facts in regard to the management of the State University at Columbia, Mo.

For once, it seems the Governor appointed a committee to look into this concern—a committee that Dr. Laws could neither buy up nor bulldoze, and this report we present below.

The people of the State of Missouri, who pay the money wasted, misappropriated and squandered by Dr. Laws, should read this report carefully and digest it.

It is loaded with facts which ought to send Dr. Laws for his malfeasance in office and his mal-administration of the affairs of the University—into the more congenial and appropriate business of running the "whisky saloon" in Kansas City, in which it is said he is interested.

Let the committee, however, tell their own story of shame on the management of

"THE UNIVERSITY."

"The University was established and is presumed to be maintained for the higher education of the young men and women of Missouri, looking, of course for patronage from other States and Territories, drawn there by reason of its great educational prominence and standing as a great educational center. It should and must ere long be so managed and conducted as to be the pride of our people, both at home and abroad, and our people are determined that in the future it shall accomplish the ends for which it was established.

Will it be claimed that it now occupies the position among the great educational institutions of the country that the wealth, intelligence and prosperity of the people of Missouri deserved?

Can it be urged truthfully that it has advanced and kept pace with our Normal schools, our private colleges and academies, or even with our common schools, or that it has kept abreast of like institutions in other and surrounding States?

Will it be claimed that it is a university in fact, or that its management and course of study compare favorably with its sister universities? Although it has been fostered by the State, its wants supplied with no stinted hand, while our State Legislature has been liberal in granting it increased appro-

priations from time to time, and the endowment fund is yielding constantly increased supplies, we find, much to our mortification, that the young people of our State go elsewhere to finish their education, that there is discontent and want of harmony among its faculty, that the relations between the management, the faculty and the students are not harmonious, that the students have been denied that most sacred right of American citizens, the right of petition, and that there is want of recognition between the governing power and the students that must soon, if not remedied by a change of management and mutual recognition of the rights of each other, maim and retard the University in its great work.

Actuated by no other feeling than that of State pride, friendship and fidelity, to this, the principal of our State institutions, hoping to see it placed in the line of advancement and distinction it deserves, we hope by thus calling attention to the management and to the present condition of affairs to bring about such change as will remove and correct the sources of complaint and place the institution on the high road to success.

We also find that the course of study adopted by the University is such as to seriously, in our opinion, conflict with the Normals and the common schools of our State, and detract from the reputation and standing of the University as a school for the higher education of the young men and women of the State. The preparatory course, arranged for two years should be remitted to the Normal schools and academies and common schools, and its course of study confined to a regular university course.

In the management of the University there are some things that we do not feel at liberty to pass over without notice, as they show the animus of the management and a disposition to do as they deem advisable, without regard to authority.

There has been for some time in the museum an elephant, owned by a member of the faculty, bought, without authority for the University. The Thirty-fourth General Assembly was asked to appropriate money for his purchase, but after due consideration refused to do so. Since that time the Board of Curators has, without authority of law, made the purchase, and actually paid some \$1,100 out of the maintenance fund, and left a balance of some \$500 or \$600 yet to be paid.

Another instance of the management was the action of the authorities touching the erection of

A CLUB HOUSE.

They asked the Legislature to appropriate \$20,000 for that purpose, and also \$3,000 to purchase a five-acre tract of land adjoining the campus as a location for the club-house

It was represented by those pressing these appropriations that there was no place in the then campus suitable or fit as a site for the club house, and that the purchase of the five acre tract would furnish a fine, eligible location; and at the same time would square out the campus.

After the appropriations had been made they proceeded to erect the club house, not on the part purchased for that purpose, but immediately behind the University building and at the confluence of the natural drainage of the campus, in a low, damp and illy-drained place, where, from the very nature of the ground, the inmates must be exposed to sickness and much inconvenience, reserving the five acre tract purchased for its location for some other building in the future.

The club house, where one hundred young men were expected to live, was placed in a low, damp, unhealthy location, in order to save the more slightly, elevated and healthy site for a possible work laboratory they hope to build some time in the future.

We can but condemn the methods used to induce the purchase of the five acres, or the apparent breach of faith in placing the club house in the low, damp location it is built on, instead of on the five acres the Legislature was induced to purchase for that purpose, neither can we refrain from condemning the action that gave preference of location to a mere workshop laboratory over a building intended as a home for hundreds of young men. These transactions show an utter disregard to the representations made by their agents, and a total want of respect for the legislative will.

The Legislature, under the representations before stated, and by a commendable desire to provide means at as little cost as possible to deserving young men of the State to secure the benefits to be realized at this institution, has by the action of the management been maltreated, as well as the confidence of the Legislature violated.

The foundation of the building is wet, the basement used as a kitchen, dining room and wash room; the plastering is to some extent damp, and the drainage very imperfect. In fact, the sewerage from the University was not connected until a short time before our visit, having been permitted to overflow the campus.

No bath rooms or closets, no provision for heating, no fire escapes,—in fact, none of the modern conveniences provided, yet this appropriation is almost expended.

We further find that it will cost several thousand dollars to put the grounds and building in a sanitary condition fit to be occupied by the students, not considering other objections and inconveniences resulting from the plan adopted in the erection and location of the club house.

Fully concurring in the above, I respectfully submit the additional suggestions: That this institution has been under the present management for twelve years, and the deplorable state of facts exists as above stated.

I am of the opinion that the methods employed should be abandoned, or the person or persons in charge relieved of the management. For numerous and satisfactory reasons, I believe that the last suggestion should be adopted and the first would follow.

JOHN F. MORTON.

[To be continued.]

If you send your boys up to the State University Dr. Laws will show them "the elephant," and then he will take them up to the "whisky saloon" in Kansas City, and "fix" them so they will "see snakes."

Great is Dr. Laws of —!

DR. LAWS EXPOSED.

THE whole atmosphere of the State University, with Dr. Laws at its head, is tainted with dishonesty and corruption, and it is no wonder that students who have any self-respect, will not stay there.

Here is an extract from the "official report" made to the Legislature of Dr. Laws' malfeasance and misappropriation of public money. The committee say:

"There has been for some time in the museum an elephant, owned by a member of the faculty, bought without authority for the University. The Thirty-Fourth General Assembly was asked to appropriate money for his purchase, but after due consideration refused to do so. Since that time the Board of Curators has, without authority of law, made the purchase, and actually paid some \$1,100 out of the maintenance fund, and left a balance of some \$500 or \$600 yet to be paid."

The people of Columbia say that "Dr. Laws is the Board of Curators as well as the President of the University."

This malfeasance in office by Dr. Laws is the reason why Hon. John F. Morton, one of the committee, says:

"The person or persons in charge should be relieved of the management."

THE CLUB HOUSE.

DR. LAWS, so say the people of Columbia, "is the Board of Curators as well as the President of the University." How do the people of the State, who have been unfortunate enough to send their sons to him—or who fortunately have so far only been considering the question of whether they would or would not send their sons to him—how do they like this feature of the "report of the Committee on the Club house."

The Committee say, that after Dr. Laws, by misrepresentation, had got \$23,000 out of the legislature to buy land and build a club house:

"They proceeded to erect the club house, not on the part purchased, for that purpose, but immediately behind

the University building and at the confluence of the natural drainage of the campus, in a low, damp and illy-drained place, where, from the very nature of the ground, the inmates must be exposed to sickness and much inconvenience, reserving the five acre tract purchased for its location for some other building in the future.

The club house, where one hundred young men were expected to live, was placed in a low, damp, unhealthy location, in order to save the more slightly elevated and healthy site for a possible work laboratory they hope to build some time in the future."

What do the people of the State of Missouri say to such a transaction as this—low damp, unhealthy; a club-house where one hundred young men are expected to live—at the confluence of the natural drainage of the whole campus?"

This is the work of—and this is the way of—S. S. Laws, M. D., D. D., LL. D., President of the State University of Missouri.

How do you like it? What do you think of it? This is the reason why the committee says in the "official report to the legislature that "We find much to our mortification that the young people of our State go elsewhere to finish their education; and why Hon. John F. Morton believes that "the person or persons in charge should be relieved of the management."

We rather think the Legislature, the people and the tax-payers will agree with him.

MORE MONEY.

DR. LAWS is again knocking loudly at the door of the State Treasury for large appropriations for the State University, and that too in the face of an official printed report made to the Legislature by a committee appointed by the Governor who say in regard to the deception practiced in the misappropriation of funds for the Club House—these, remember, are the exact words of the official report—

"Neither can we refrain from condemning the action that gave preference of location to a mere workshop laboratory over a building intended as a home for hundreds of young men. These transactions show an utter disregard to the representations made by their agents, and a total want of respect for the Legislature will."

The Legislature, under the representations before stated, and by a commendable desire to provide means at as little cost as possible to deserving young men of the State to secure the benefit to be realized at this institution, has by the action of the management been maltreated, as well as the confidence of the Legislature violated!

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We further find that it will cost several thousand dollars to put the grounds and building in a sanitary condition fit to be occupied by the students, not considering other objections

and inconveniences resulting from the plan adopted in the erection and location of the club house."

In view of the above "deplorable state of facts," will Dr. Laws get his big appropriations to buy 'elephants' and build "Club Houses?"

Is such a person, fit to be trusted with public money or public confidence, or is he fit to educate the young men and women of Missouri?

The "additional suggestions," by Hon. John F. Morton to the official report of the committee appointed by the Governor on the State University, seem to be timely and well put.

They are as follows:

"That this institution has been under the present management for twelve years, and the deplorable state of facts exists as above stated."

I am of the opinion that the methods employed should be abandoned, or the person or persons in charge relieved of the management. For numerous and satisfactory reasons, I believe that the last suggestion should be adopted and the first would follow."

THEY WILL NOT STAY.

STUDENTS who go to the State University at Columbia, will not stay there under the tyrannical bully who—to the disgrace of the State—presides over the forlorn hope—who "enter, and leave hope behind."

A correspondent of *The Republic*, under date of Jan. 22d, in speaking of the management, says:

"Dr. Laws is the Board of Curators as well as the President of this institution. A professor is neither engaged or discharged except on the say so of Dr. Laws."

The same correspondent says:

"It is a lamentable fact that but few students pass only one year in the Missouri State University, and out of the few that complete the course here it is safe to say three-fourths leave with an ill feeling toward the institution."

If the present General Assembly will listen to the minority report of the Hon. John F. Morton of Ray, and act accordingly, a great reform can be accomplished in the Missouri State University. We want the General Assembly to ask the students for information, and not to get all of their information from Dr. Laws in the lobby at Jefferson City as has been done heretofore."

The minority report of Hon. John F. Morton of Ray County, reads as follows:

"This institution has been under the present management for twelve years, and the deplorable state of facts exists as above stated."

I am of the opinion that the methods employed should be abandoned, or the person or persons in charge relieved of the management. For numerous and satisfactory reasons, I believe that the last suggestion should be adopted and the first would follow.

JOHN F. MORTON.

Is not Dr. Laws strong enough, when he has an elephant in the University which he bought by a misappropriation of funds belonging to the University, to deny the students according to the official report of the committee—"the right of petition?" Perish the thought.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN..... }

HAVE you read "Testa"?

GET "Testa" and read it to the boys.

THE school is a solid corner-stone, from which the people build and rebuild themselves constantly. It is worth a thousand-fold more in its helpful power than it costs. Let us stand by and sustain the teacher with a liberal hand.

THE teachers bring the pupils face to face with things; put into their hands the keys of power, and give them the voice of persuasion, and lead them with awe and wonder out of of themselves into the world at large.

To the person who cannot read—and there are more than six millions of such in our land; to the person who cannot read, the wisdom that has been, or the wisdom at any distance from him, is as if it had not been at all. Ah how isolated and weak and unfruitful!

Eyesight, heart, intellect, sincerity, sympathy: these can teach and will teach.

These will find their own method at first-hand—not second-hand.

FRIENDSHIP.

WHAT is your idea of friendship? We heard the relation defined a short time since by a cultured, devout, sincere woman, and it assumed such a lofty attitude under the light of her genius and in her interpretation, that we looked to see what Emerson said of it, and we found among other great sentences the following:

"What is so great as friendship, let us carry with what grandeur of spirit we can. Let us be silent,—so we may hear the whisper of the gods.

Let us not interfere. Who set you to cast about what you should say to the select souls, or to say anything to such? No matter how ingenious, no matter how graceful and bland.

There are innumerable degrees of folly and wisdom, and for you to say ought is to be frivolous. Wait and thy soul shall speak. Wait until the necessary and everlasting overpowers you, until day and night avail themselves of your lips.

The only money of God is God. He pays never with any thing less, or any thing else. The only reward of virtue is virtue: the only way to have a friend is to be one.

You shall not come nearer a man by getting into his house. If unlike, his

soul only flees the faster from you, and you shall catch never a true glance of his eye.

We see the noble afar off and they repel us; why should we intrude? Late—very late—we perceive that no arrangements, no introductions, no consuetudes or habits of society would be of any avail to establish us in such relations with them as we desire—but solely the uprising of nature in us to the same degree it is in them: then shall we meet as water with water: and if we should not meet them then, we shall not want them, for we are already they.

In the last analysis, love is only the reflection of a man's own worthiness from other men. Men have sometimes exchanged names with their friends, as if they would signify that in their friend each loved his own soul.

The higher the style we demand of friendship, of course the less easy to establish it with flesh and blood. We walk alone in the world. Friends such as we desire are dreams and fables. But a sublime hope cheers ever the faithful heart, that elsewhere in other regions of the universal power, souls are now acting, enduring and daring, which can love us and which we can love.

We may congratulate ourselves that the period of nonage, of follies, of blunders, and of shame, is passed in solitude, and when we are finished men we shall grasp heroic hands in heroic hands.

Only be admonished by what you already see, not to strike leagues of friendship with cheap persons, where no friendship can be.

Our impatience betrays us into rash and foolish alliances which no God attends. By persisting in your path, though you forfeit the little you gain the great.

You become pronounced. You demonstrate yourself, so as to put yourself out of the reach of false relations, and you draw to you the first-born of the world—those rare pilgrims whereof only one or two wander in nature at once, and before whom the vulgar great show as spectres and shadows merely."

THE paper read before the Goethe School in St. Louis, by Mrs. C. K. Sherman is entitled to special mention. It exhibited a perfect acquaintance with its theme, a most delicate and discriminating sensibility, and the skillful interweaving of reflections which have additional value and interest when presented by a woman.

If Chicago can appreciate the usefulness of such quiet, intelligent, persistent workers, it will not be long before the city by the lake will add yet a new element of leadership.

MANTEGAZZA, in "Testa," says:

"No instrument can equal a book as a transmitter of ideas; it is the most powerful magnet between men."

IMPORTANT SUGGESTIONS ON SCHOOL MANAGEMENT.

BY J. BALDWIN, PRESIDENT SAN HOUSTON-NORMAL INSTITUTE.

[As the edition of the JOURNAL containing this excellent article by President Baldwin, was long since exhausted, we republish it at the request of a large number of teachers from several of the Western and Southern States.—EDS.]

SCHOOL APPARATUS.

School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic or farmer, than school apparatus is to the teacher. The good teacher is skillful in the use of it, or becomes so, and it more than doubles his efficiency.

The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is most needed, do we find a lamentable destitution of it.

THE BLACKBOARD HEADS THE LIST.

In all branches of study the *Blackboard* is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

EXTENT.—The board should extend around the room, and should be from three to five feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much blackboard surface in the school room.

MATERIAL.—Liquid slating is preferred by many to slate. Placed on a smooth plaster Paris wall, or a board, it gives entire satisfaction. *Slated paper*, attached to the wall, answers admirably. The superiority and cheapness of liquid slating have caused the disuse of all other materials. Liquid slating may be had of all leading dealers in school apparatus.

ERASERS.—During recitation, each member of the class should have an eraser. For a trifling outlay you can secure a sufficient number of the very best erasers.

CRAYON.—The common cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward motion of the eraser, the dust is not seriously offensive. Pupils need to be trained to erase properly.

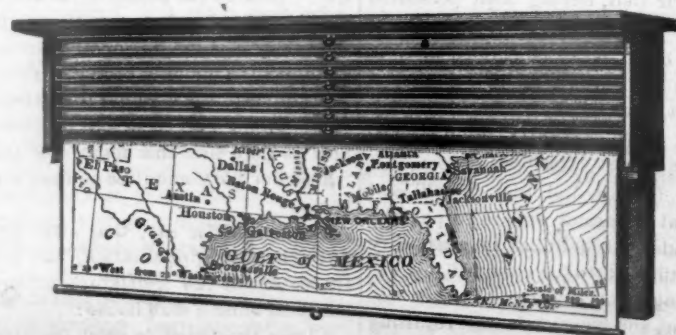
USE OF BLACKBOARD.—The least competent and most obscure teachers use the board in mathematics. The skillful teacher uses it in all recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn on the blackboard and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface, than the farmer will attempt to farm without a plow.

II. READING APPARATUS.

Illustrated reading charts, slates and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshaled into service.

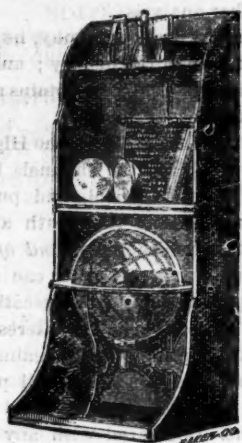
GEOGRAPHICAL APPARATUS

The earth is the real basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. No definite ideas can be given without Globes and Maps.

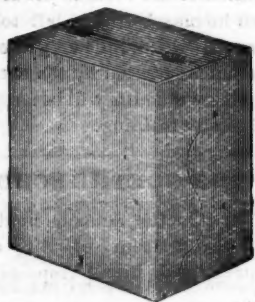


THE "RUBY CASE," WITH SPRING ROLLERS.

GLOBES.—A globe in a hinged case, with lock and key, 8 to 12 inches in diameter, and a five inch hemisphere globe and a good magnet are needed. We present a cut of a Globe



MERWIN'S GLOBE CASE—Open.



MERWIN'S GLOBE CASE—Closed.

In Hinged Apparatus Case.

MAPS.—A set of outline maps, and local maps of the township, county and State, are indispensable. These maps, as well as the globes, will be advantageously used in every recitation. Only quack teachers are guilty of the crime of leaving these valuable aids unused. Shame on such stupidity and neglect.

COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus, consisting of a set of outline maps, blackboards, globes, reading charts, a magnet, etc., costing only from \$60 to \$80, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied. Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life—judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends.

IV. USE OF APPARATUS.

A prominent work in normal schools and normal institutes is to train teachers in the use of apparatus. But without such training the ingenious teacher may work up to a high degree of skill.

Teaching is decidedly a common sense work. Here is the child to be educated.

Here are the instrumentalities. Good judgment guides in the application of means to ends.

The teacher is an artist. He fashions immortal spirits. Here, avoidable mistakes and the withholding of the necessary educational helps and the best instrumentalities are worse than crimes.

HUNTSVILLE, Texas.

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

Address: **J. B. Merwin School Supply Co.,**

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS,

No. 1104 Pine Street.

ST. LOUIS, MO.

Every successive generation be- lie schools, and a living example of comes a living memorial of our pub- their excellence.—EVERETT.

OUR PREMIUM CYCLO- PEDIA.

WHICH we send *postpaid* with the AMERICAN JOURNAL OF EDUCATION for \$1.00 per year, is for all teachers who do not have ready access to a library.

Many teachers write that it is the most useful book ever published. It contains 800 pages, 50,000 separate and distinct references, and 1,200 engravings, illustrating various topics. In addition to the full and complete Cyclopedia arranged in alphabetical form, we have bound up in the volume

A COMPLETE LIBRARY OF KNOWLEDGE,

including a Guide to Correct Speaking and Writing; Book-keeping; a Complete Guide to Business; Chronological History; Mythology;

AN INDEX TO THE HOLY BIBLE; a Complete Brief Biographical Dictionary. Full and Complete statistical History of the United States, corrected to the latest date. The Interest, Banking, Usury, Insolvent, and Homestead Laws of the United States are for the first time gathered together in one volume.

A LIST OF COUNTERFEIT NOTES, with Rules for detection of Counterfeits. Separate Dictionaries of Musical, Nautical and Geographical terms. A carefully prepared treatise on Pronunciation, giving rules and examples whereby every one can become his own teacher.

AN APPENDIX OF THE ENGLISH DICTIONARY.

giving hundreds of words not contained in the ordinary dictionaries.

FLAGS OF ALB NATIONS, beautifully illustrated by colored plates. In fact the book is a complete library in itself, which in separate volumes would cost at least \$100.

It is profusely illustrated, and contains a mine of information on almost every subject known to man. Every one of the many different departments is worth more than the cost of the book. As "knowledge is power," this Cyclopedia will be a source of wealth to thousands of ages and conditions in life. It is not only the best for the price, in all respects, but by far the cheapest, Cyclopedia ever published. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

We hope teachers everywhere will show this helpful and valuable Premium to their friends, so that all may secure it. It will be sent, postage paid, with the AMERICAN JOURNAL OF EDUCATION, one year, for \$1. Send ten cents to register it.

Poor old Johns Hopkins University! They may have a wise President—but what can be done unless "a member of the faculty" owns a "stuffed elephant"—no matter if it was "bought without authority."

THE teacher is like a solid piece of silent strength in the midst of his pupils, and they know they can rely upon him.

MEN and women are not roused to heroic action and self-denial, such as is demanded of our teachers—by ease, by hope of pleasure, by recompense merely; and yet all men and women too are more heroic on a full stomach and with "shot in the locker!" Let us sustain these saints in the work they do for us and for the children, the State and the nation.

KINDLE the inner, spiritual, and you have a flame that burns up all lower, paltry pecuniary considerations.

EXISTENCE itself is a great fact when our teachers begin to reveal to the children their relations to it and to each other; but if their minds remain closed to this phenomena, they had better never been born.

We begin here and now to see the real value of the work our teachers are doing.

We must have the seeing eye, the sympathetic heart, if we are to attain to the highest success as teachers.

The music that can deepest reach And cure all ill, is cordial speech



How to Cure Skin & Scalp DISEASES with the CUTICURA REMEDIES.

THE MOST DISTRESSING FORMS OF SKIN and scalp diseases, with loss of hair, from infancy to old age, are speedily, economically and permanently cured by the CUTICURA REMEDIES, when all other remedies and methods fail. CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood diseases, from pimples to scurfiness. Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT 8c. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS. Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP. Relief in one minute, for all pains and weaknesses, in CUTICURA ANTI-PAIN PLASTER, the only pain-killing plaster. 25c.

FREE Sample Dr. X. STONE'S BRONCHIAL WAFERS. Low Rates to Preachers and Teachers. Agents Wanted. STONE MEDICINE CO., Quincy, Illinois.

A gentleman at the head of one of our most flourishing Literary Institutes in the Southwest writes us as follows:

"The plan for a course of popular free lectures here, was inaugurated for two special reasons: First, about a large number of our pupils are teachers or in course of preparation to become teachers. I wish them to have, in addition to our course of study, as broad views of life as possible, and nothing will better give them the desired breadth of thought than such a series of lectures by thinking, cultured, educated men.

Second, I am anxious that our people generally become more thoroughly aroused upon all subjects pertaining to the welfare of the State. We need to break down certain prejudices and barriers in society, and get all the people interested in these new movements, and especially in popular education.

Yours very truly, W."

TEXAS

EDITION

American Journal of Education.

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W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN.....

THE real teacher flashes out illumination, lighting up the subject or topic of the recitation or discussion, and shows its relation to life and its value to the everyday duties of the student. A hum-drum, lifeless *method*—an imitation way—does not develop either the power of the pupil or the teacher. Let every recitation be a refreshment and not an exhaustion.

THE real teacher, with prompt insight, discriminates and dwells upon the important parts of the topic or subject of the lesson.

INTELLECT, courage, affection, integrity, ability, patience, experience—ah! how much we demand of the men and women who teach the children. They live in the public light, walk in it, teach in it—do we pay for all these virtues, all this culture, as well and as much as we ought? We fear not. Let us do justice by these faithful teachers, for they do work for this day and month and year and age and century and centuries yet to come!

THE teachers reach out and discover and interpret the secrets of science and nature all over this great continent. How large and broad their work!

IN our books lies the soul of the whole past, and our teachers interpret for us their meaning. They give us the keys by which these chosen possessions of the few become the wealth and inspiration of the many.

ALL times and all places open up and open out their treasures for the children under the guiding hand and work of the teacher. They show us how to do all-important work in all time.

HE who shows us in any way, things better and larger and more helpful than we knew before—such an one is the real teacher.

IF the people properly understood the importance of more education and culture, how helpful and strong they would be in supplementing in all wise and practicable ways the work our teachers are striving so earnestly to do for the children. Is not this work of showing this, of vast importance—so it seems to us.

There is salvation, prosperity, and happiness in this—not for the few alone, but for all.

THESE new and better ways our teachers reveal, become the light and abiding wealth of the world.



WHAT SHALL WE STUDY.

BY WM. T. HARRIS, LL. D.

“MAN! know thyself!” By self-knowledge the individual flows forth out of his immediate sensations (within whose narrow sphere he is as a brute, knowing neither good nor evil; for these are *relations*) and traces out his existence through the regions of space which it involves, and the eons of time which are its conditions. He finds that his existence is no private, isolated affair, but a vast system—a process which has become through time, and is becoming, a process embracing all nations and all climes.

“He omnipresent is—
All round himself he lies;
Osiris spread abroad
Up-staring in all eyes.”

These five elementary branches are of infinitely more importance in a course of education than any others can possibly be—for this reason: The pupil who is taught *how* to master these subjects, is at the same time taught how to master *all* branches of human learning. “Then how important that the system of teaching each branch should be in the spirit of the whole!” Most true! In teaching reading, which stands apart from the other four as the one of transcendent importance, the pupil is to be initiated into the realm of *literature*—the morning land of imagination and phantasy, the noonday of science and theology, and the evening red of history and the past.

But in order that this branch shall be reinforced, there is added a special training in the cardinal directions which branch out from literature as a center. Arithmetic gives him a drill in the severe method of physical study: geography in the exhaustive methods of natural history; grammar the method of philology and social sciences, while history (of his own country) opens up the method of tracing out relations of events and political combinations.

Is not the elementary stage of education sufficient to inculcate and illustrate methods? So far as it goes, it is. Would it do to strike out one of these branches, and substitute therefor anything else? For grammar substitute chemistry, or some other physical

science? Then you would contribute so far to close the eyes of the mind to the wonderful realm of social existence, for grammar initiates one into the alphabet of the language which that department speaks.

By grammar, the pupil gets the tools—the microscopes and telescopes, and cameras—by which he can summon social existence before him, and examine it. So, too, should one (as by the object lesson system) make education a more exclusive training of the senses—he would undervalue the mastery of the printed book, and tend to reduce man from a member of the organized system of society, back to that of a mere individual, dependent on his own immediate senses for his knowledge, and thus degrade him from the mastership of *all sense*, through *all time*, to the mere mastership of his own senses, in its narrow limitations of space and time. And this is not the worst; those great realms of art and poetry, of social and political sciences, and of philosophy, would become eclipsed for the want of the development of the organs in man by which he should perceive them.

“But what of school education that goes beyond the rudiments—granted the rudiments should consist of the five branches named?”

The day is fast dawning when the individual makes himself independent of the personal teacher and a long course at a university or higher schools, by means of the printed page and the universal diffusion of books and periodicals. Once it was necessary to resort to the university to hear the master speak on the theme, for it was nowhere written. Then came the first days of printing, and universities were resorted to for the advantage of their valuable libraries. Now comes the era of public and private libraries, and the newspaper, so that every man, woman and child is at a university. Hence it happens that university education loses its ancient and European significance.

The High School course commences where the District School course leaves off; and, preserving the same symmetry, it continues on toward the more complete mastery of METHOD. It follows out the first and fourth branches into foreign languages, and the study of literature in a compend. Of foreign languages, the Latin stands first to the English in order of importance. It gives the root words, to that part of the English vocabulary which is more especially the language of thought and reflection, while the Teutonic or Gothic groundwork is the language of the sensations and common life. Hence the culture of the individual is immensely facilitated by a few months study of Latin. French, German and Greek follow Latin at a considerable distance, though they are of far more value than any of the other foreign tongues, after singling out Latin. In mathematics the pupil

in the High School masters geometry and algebra, and is thereby initiated into the spatial mathematics and the higher analysis.

In physical geography, he branches off into natural history; and in natural philosophy he obtains a compendious view of physics.

Thus the studies of the High School should follow the channels begun by the District School, and pursue the plan of giving the youth a rounded culture and the *command of himself*. Having this, the youth can safely be left to select his own avocation. But our national idea, the interests of humanity, protest alike against a one-sided education, that shall predestine the child to a mechanical employment. Compared with any of these general studies here laid down, a special branch would be an impertinence, and would be a stumbling block for the reason that its presuppositions are found in this general course.

The youth must be trained to the use of books, and initiated into the technics of the various branches and then he may be safely left to educate himself. Surrounded by the modern appliances created by the art of printing, his whole life will be a continuous university training.

THE GOETHE SCHOOL.

THE Goethe School, held in the Guild-Room of St. George's Church, was in all respects successful.

The remark made by Dr. Holland, that it was a pity that all persons are not Americans, all Americans dwellers in St. Louis, and all residents of St. Louis present in the Guild-Room, was justified by the ability displayed in many of the lectures.

To Dr. Holland St. Louis owes much in many ways; but not the least of his services has been the provision of a local literary centre. Thus far the ladies have predominated in the audiences, for in St. Louis many ladies use their leisure for self-improvement, while the men are busy with the interests of 'Change.

Much also is due to ladies who, like Miss A. C. Fruchte, “take from the solid day” to interest their acquaintances in subjects beyond social gossip.

Doubtless, as Dr. Holland's purpose becomes more fully developed, we shall find the Guild-Room the natural home of all useful effort, and as the full scheme becomes manifest, many whose interests do not happen to include a study of Dante and Goethe, will be drawn upon to serve the community in their own individual ways.

Put wisdom and love and justice into your daily work as a teacher, and no power can cope with you. Light is the one thing needed in this world. Our teachers bring and scatter light all the time.

WASHINGTON

D. C.,

EDITION

American Journal of Education
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D. C. { Editors
J. B. MERWIN St. Louis, Mo. }

AN IMPORTANT MEETING.

COMING right after the Inauguration of the new President, the Department of Superintendence meets in this city, and elsewhere will be found the programme.

President Campbell and Secretary Luckey, in the call for the meeting, speak most encouraging words. They say:

"Nothing shall be left undone by those in charge to make the meeting take rank with the most notable of its predecessors in point of attendance, general interest and real profit to the Cause of Education." A cordial and pressing invitation is extended to all to attend and participate in the proceedings.

We are assured that live subjects will be presented, able papers read, by prominent men and women, and ample time afforded for thorough discussion.

Then, come, educators from every State and Territory in the Union, from California's and Oregon's shores and mountains and valley slopes; from Maine's cities and forests, and the intervening States between; from the Everglades of Florida, the Gulf States West to Minnesota's and Dakota's borders on the North. Come all.

Come first to the inauguration; you will all want to be there. Then stay over and enjoy the further treat of attending the meetings of the Department of Superintendence, where grand educational thought will be eliminated, productive of good to the cause of popular education.

We are glad to see from circular letter No. 3, issued by the officers of the "National Teachers' Association," the meeting which is to be held in Nashville, Tenn., July 16th to 19th, 1889, that they have broadened out somewhat their list of speakers.

Col. A. S. Colyar, of Nashville, Tenn., is to discuss "Education and the Republic," and a very able discussion it will be of course.

Prof. Alexander Hogg, Superintendent of Schools, Fort Worth, Texas, is to discuss "the Problem of the Hour for Public Education," and he is fully competent to set forth this problem.

Prof. C. M. Woodward, of the Manual Training School of Washington University, St. Louis, Mo., is to state "The Results of Manual Training in this Institution." Dr. S. H. Peabody of Champaign, Ill., and Dr. Wm. T.

Harris, of Concord, Mass., will discuss other phases of this topic.

All correspondence with the National Local Executive Committee, should be addressed to Prof. Frank Goodman, Secretary, Nashville, Tenn.

MEN and women, in the later years of life, can be students and make acquisitions of valuable knowledge, just as well as the boys and girls who are students in our schools.

When we hear a person saying that for want of opportunity, or the proper improvement of opportunities, they have entered on the years of manhood or womanhood without proper intellectual culture, therefore it is too late for them to hope to make amends for lost opportunities, that the "day of grace" for them has passed, that intellectual improvement for them is no longer possible, we are sure by proper effort they can make amends for what was lost in their earlier years. We admit the task is not easy of setting about and acquiring the habits of study late in life, yet it has been done and can be done again. It is better to begin late than never.

To these older sons and daughters "the gates are ajar," the doors of culture stand wide open, and whoever will may enter the temple of learning. Wordsworth says:

"Books are yours,

Within whose silent chambers treasure lies,
Preserved from age to age; more precious far
Than that accumulated store of gold
And orient gems."

And adds, to close the encouraging stanza,

"These hoards of truth you can unlock at will."

And in another of his best poems he says:

"Dreams, books, are each a world; and books we know

Are a substantial world, both pure and good;
Round these with tendrils strong as flesh and blood,

Our pastime and our happiness will grow."

Another who grew learned by improving his opportunities in later life, says: "Those who enjoy books need never look forward to old age with despondency. Time cannot last too long for them, and they may safely defy the advance of years;" and he adds a word of encouragement to those who, like himself, did not enjoy educational advantages in earlier years: "Those who, either from lack of opportunity or want of cultivation, did not learn to love books in youth, it is never too late to learn."

Lady Mary Wortley Montague wrote in her old age, "Books afford a constant variety of entertainment, and almost the only one, pleasing in the enjoyment and inoffensive in the consequences."

Robert Southey says of books:

"Around me I behold
The mighty minds of old,
My never failing friends are they,
With whom I converse every day."

William Ellery Channing wrote:

"Blessings for the invention of print-

ing. It has done me more good than food and raiment. I depend on my book as on my daily bread."

Lord Chesterfield, that elegant man of the world, writes of books: "I read a great deal, and vary my company. I converse with great folios in the morning while my head is clearest and my attention strongest. I take up less severe quartos after dinner, and at night I choose the mixed company and amusing chit-chat of octavos and duodecimos."

Milton says: "As good almost kill a man as kill a good book. He who destroys a good book, destroys reason itself."

Washington Irving says, in his seventy sixth year: "I have never found anything equal in enjoyment to sitting at my writing desk, with a clear page, a new theme, and a mind wide awake."

Longfellow, in that delightful poem "Morituri Salutamus," read by him at Bowdoin College, on the fiftieth anniversary of his graduation, in one passage adds this comfort to those who have passed middle age:

"But why, you ask me, should this tale be told
To men grown old, or who are growing old?
It is too late: AH, NOTHING IS TOO LATE!
Till the tired heart shall cease to palpitate.
Cato learned Greek at eighty; Sophocles
Wrote his grand *Oedipus*, and Simonidas
Bore off the prize of verse from his competitors,
When each had numbered more than fourscore
years;

And Theophrastus, at three score and ten,
Had but begun his *Characters of Men*;
Chaucer at Woodstock, with nightingales,
At sixty wrote the *Canterbury Tales*;
Goethe at Weimer, toiling to the last,
Completed *Faust* when eighty years were past."

We cite these examples for the encouragement of the "older boys and girls," who may favor this JOURNAL with a careful reading. In the years that we published the *Educator*, we often gave historical and biographical sketches of eminent men and women, whose lives have been spent in advancing educational interests along all the lines of scientific and historical progress. We are glad to see this same work has been done in the AMERICAN JOURNAL OF EDUCATION, and that the teachers, statesmen and other educators, who have rendered grand and great service for the educational advancement of the people, have been given deserved recognition at the hands of the Senior Editor.

In the wide and broad field for future work, embraced in the various editions, embracing the whole Union, we shall do our part to build up and encourage intellectual culture and effort among those advanced in life, the middle-aged and young.

JERIAH BONHAM.

Washington, D. C.

INTELLIGENCE not only gives us the mastery over things, but insight into the core and reason of things, out of which grow events and history! Intelligence pays. Ignorance costs.

Gov. FRANCIS, in his grand Inaugural Address, emphasizes the statements of Gov. Brockmeyer in his unanswerable argument on "the Right and power of the State to tax the property of the State to maintain Public Schools."

Gov. Francis says:

"The wonderful growth and prosperity of Missouri during the past few years have attracted the attention of the nation and have imbued the people of the State with a firm faith in the grandeur of its future. The enactment of wise statutes and their impartial enforcement by inducing the investment of capital and the immigration of good citizens can materially accelerate the development of its extensive and varied resources. No period in the history of the State has been of greater importance to its destiny than is the present. The country is throbbing with a new life. It is advancing with an increased strength and with a quicker step."

On these points Gov. Brockmeyer says:

"Obedience to the law is not all that the State demands of its citizens.

This, indeed, is but the humblest demand. And, if we recognized it as incumbent upon the State, that before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the Government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen should make the law."

Are we educating up to this requirement, so that "the citizen" can make the law—wisely and justly—or do we smart for, and pay for the lack of this knowledge on the part of our law-makers?

PROF. N. B. HENRY, of the Pueblo Collegiate Institute, Pueblo, Colorado, says, "I most cheerfully and cordially second your nomination of Dr. Wm. T. Harris, for United States Commissioner of Education.

His appointment will not only please the leading educators of the country, but what is more, it would be the very best that could be made, because then the President would have an adviser there in the Educational Department, who would be the peer of any other member of the cabinet.

The JOURNAL is making a strong fight for the "Blair Bill" and it ought to succeed.

Why do not the other Educational papers of the country take hold and advocate this measure?

We need \$77,000,000 to reinforce the teachers and educators of the United States, especially in the South.

I am conversant with the condition of things all through North and South Carolina, and I am sure that this "Blair Bill" appropriation will be the salvation of the school interests of those States."

ILLINOIS

EDITION

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E. N. ANDREWS, Chicago..... }
J. B. MERWIN } Editors.

You are fronting time with this work you do, or fail to do, as a teacher; nay more, you are fronting eternity with it. How is it—is it being well done?

The grand point to make in all our teaching—that which lasts—is the clear distinction between good and evil. No matter what, or how much else we get, if we fail to get this, we are utter failures, both as teachers and as pupils.

The teacher spreads the shadow of his own mental and moral likeness over whole neighborhoods and states, and sections of history even. Do we employ and compensate men and women whose likeness heals the hurts and illumines the darkness of the world? This ought to be done everywhere and all the time.

It is greatness not of mere body, but greatness of soul that lives on and blooms forever in eternal beauty.

It is in weight and force of intellect and character—and not by counting of heads, that these teachers come to be a majority.

LET us understand it—our teachers have a real purpose in their work, reaching beyond the hour and the day—a purpose, that results shall be found extant, next day, and for all time. Do we honor them as we ought?

LET us have more books like "Testa," and have them speedily.

ILLINOIS.

Gov. FIFER, in his Inaugural Message handles the question of PUBLIC SCHOOLS at length. He says:

'The estimated value of school property in the State of Illinois not including State educational institutions, in 1888 was, in round numbers \$35,000,000, and the public expenditures for school purposes during the same year were nearly \$11,000,000, of which some \$3,700,000 were paid to the teachers as salaries. More money is paid out annually for the purpose of education than for any other object, and this vast sum is wisely or foolishly spent, according as our public schools are efficiently or inefficiently conducted.'

I would suggest the propriety of a law requiring a more thorough preparation and a higher standard of excellence on the part of those who expect to become teachers. Great advances have been made in the last decade. The old methods of teaching

have been superseded by the new. The past twenty-five years have witnessed a revolution in school books, in the means adopted for the control and management of children, and in the various methods of imparting instruction, and it would seem that all those who expect to become teachers should be required to keep pace with the times and engage in that profession as

A LIFE WORK

and not merely as a stepping-stone to what they may deem a more desirable and lucrative business. In the essential matter of education the interests of children should not be committed to inexperienced hands. If so, the State commits a double wrong. It not only appropriates the money of the taxpayer to an object from which he derives no adequate return, but, what is far more important, deprives the young of those opportunities of an education that never return.

As effective agencies in this training and preparation I would mention our Normal schools. The two institutions established and supported by the State have already accomplished great good. They have sent forth a large army of trained teachers into every section of our great State, and with their improved ideas and thorough training, are accomplishing much good, each in his own neighborhood."

In regard to COMPULSORY SCHOOL ATTENDANCE Gov. Fifer says:

"I would suggest the propriety of providing by law for the election or appointment of some suitable person in each school district whose especial duty it shall be to see to the rigid enforcement of the law. Ignorance and its attendant evils, poverty and crime, constitute the real dangers too free institutions. The masses must be educated, and that large and rapidly increasing foreign element must be assimilated and Americanized, and our public schools are the most effective agencies for the accomplishment of these desirable objects."

THERE are among our pupils great gifts, great qualities, waiting only the touch of a master hand to unfold and develop them, and they shall soon become notable to all the world.

ALL American parents owe a debt of gratitude to L. D. Ventura and the ladies of the "Bonga Philological Club" for translating "Testa."

Supt. A. G. LANE says:

'Teachers, as a class, are above the average of other professions, except the ministry, in the general moral power which they constantly exert upon other lives. I cannot accept the statement that 'the public schools are godless,' and that their general influence is such as to call for the withdrawal of children from them.'

A STRONG ENDORSEMENT.

"Therefore we must need admit the means
How things are perfected."

—SHAK.

It is a fact, that when James G. Percival—scientist, linguist and poet—was making his Geological Survey of Connecticut, he and his assistant were interrupted by a farmer. The farmer opened fire by complaining of being taxed for such a useless piece of nonsense, as a sort of robbery. Percival, to save time, asked what his farm was valued at, and, when informed, quickly computed the farmer's share of the Geological expense, found it to be some ten cents, handed a dime to the farmer, and told him to be off.

So with the complaints against High Schools on the part of the ignorant, and of the covetous, and of the prejudiced, and of the bat-eyed conservatives, and of the self-interested, and of the aristocratic, and of all other opponents. Their complaints have been answered by the tax payers, in granting renewed and enlarged resources to the High Schools—buildings, apparatus, teachers and students.

The number of teachers in the High Schools of Ohio increased in one year by 98—rising from 793 to 886. Akron, Chillicothe, Cincinnati, Cleveland, Columbus, Dayton, Hamilton, Lima, Portsmouth, Sandusky, Springfield, Steubenville, Tiffin, and Toledo, thus, as with one voice answer the complainants.

If we go to the newer State of Michigan, are the High Schools losing ground? No, they are gaining steadily, under a High School board in some districts, and under the city board, wherever there is no county superintendent.

The number of High Schools was 114, in 1883, and 1 more in 1884. Pupils enrolled, in 1883, were 7,519; in 1884, 170 more. 3,430 graduates from these up to 1884.

So the answer rises clear, loud, and unanimous, from Lake Huron to the head of Lake Michigan: "Weighed in the balance and not found wanting"—the pioneers of that state give in their verdict: "Well done!" The tax-payers endorse such schools. The same is true also of Illinois and Indiana.

Next we go to the newer State of Kansas, and there find already seventeen High Schools recognized by the University, and students admitted to the freshman class without examination. Thus Lawrence, Leavenworth, Topeka, Wichita and a large number of other cities and towns of quite recent growth—join the grand coronal in other States that willingly tax themselves to educate and develop the better class of citizens—the manlier fullness of citizenship that has now become the demand of the age, and the defense and ornament of this mighty nation.

Kansas was part of a wilderness only a few years ago, where buffaloes

and wild Indians roved and fought, and slaughtered each other; where the feet of few white men had ever trod.

Such changes are unequalled in the history of all past ages, and are possible only by means of such citizens as our schools create, and our resources stimulate to such majestic enterprises. Perfect the institutions, and you improve the newer generation. Perfect the citizens, and you, in turn, improve and extend the excellence and universal sway of all progress, liberty and law, justice, truth and brotherly-love. The action and reaction are mutual and beneficent, as in the natural world, so in the realm of intellect, and in that of manhood. Where the citizens are statesmen, educators, rulers, the citizens should be educated better than princes.

L. W. HART.

IS THIS TRUE?

WHAT action did the State Teachers' Association of Illinois inaugurate or recommend to remedy this condition of things as stated by the *Chicago Times*?

"It is claimed that there are 50,000 children in Chicago, receiving no school education whatever. These children are the idle, vicious class, who grow up to become occupants of our penitentiaries, brothels, and poor-houses.

The *Times* not long ago called attention to the alarming absence of children from the public schools above the lowest grades. The last report of the board of education gives the membership of the different grades as follows:—

First year or grade	17,989
Second year or grade	13,829
Third year or grade	11,029
Fourth year or grade	7,655
Fifth year or grade	6,346
Sixth year or grade	4,377
Seventh year or grade	2,567
Eighth year or grade	1,543
Ninth year or grade	765
Tenth year or grade	558
Eleventh year or grade	328
Twelfth year or grade	198

The first four grades constitute the primary course, and contain 50,502 pupils, over 75 per cent. of the entire number. The next four grades constitute the grammar department, and contain 14,833 pupils, or 22.1 per cent. of the whole number, while the last four grades, constituting the high school course, contain but 1,829 pupils, or 2.7 per cent. Of the 17,988 who enter school, only 6,345 reach the lowest of the grammar grades, and of these only 765 reach the high schools.

In the light of these figures the *Times* pertinently asks: "What becomes of all these children? It will be seen that over ten thousand leave school each year before they have learned to read common words, to use a pen, or to compute simple numbers. They cannot read a newspaper,

write their own names, make change' or tell how to go to Milwaukee. They constitute nearly two-thirds of the entire number who enter the public schools. It is fair to presume that they have completed their education. They may not be classed in the census tables as illiterates, as they can read some sentences and comprehend their meaning, but they are removed but one step from illiteracy. They go out to swell the great multitude of ignorant people who control the destinies of the nation."



HON. SHELBY M. CULLOM,
U. S. SENATOR FROM ILLINOIS.

Senator Cullom who, after listening to all the arguments for and against the "Blair Educational Bill" voted for the bill, as did his illustrious colleague, Senator John A. Logan also.

Senator Cullom has just been re-elected to the United States Senate for six years. In fact nearly all the forty-four Senators who voted for the Blair Educational Bill, representing and speaking for over forty millions of our people, have been re-elected to the Senate. By this re-election over forty millions of people endorse their action on this measure.

Perhaps the Illinois

STATE TEACHERS' ASSOCIATION adopted and passed some such preamble and resolutions as follows:

WHEREAS, It has been ascertained, and the facts published and republished, that in the city of Chicago, where we have the best system of Public Education in the State, there are over 50,000 children receiving no school education whatever; and

WHEREAS, If this is the case in Chicago, other parts of the State must be in a worse condition as to school attendance; therefore, be it

Resolved, That this Association, representing the twenty thousand school teachers of the State, cordially and strongly endorse the action of Senators Cullom and Logan in voting for the Blair Educational Bill, appropriating \$77,000,000 of money for enlarging the educational sphere and adding to the length of the school term in all the States.

Resolved, That we ask the members of the House of Representatives from Illinois, now in Washington, to use their utmost endeavors to secure a vote of the House on this measure before the adjournment of the present session of Congress.

Certainly, with 50,000 children in one city, "receiving no school education whatever," and the school terms in the country schools of the very shortest length, and the wages paid very low—it would seem to be natural—almost inevitable—that when the forty-four United States Senators value so highly the work our teachers are doing as to vote \$77,000,000 to enlarge and sustain this work—the teachers themselves, in their Convention, should recognize and appreciate such a vote.

We do not remember to have seen any notice of the passage of such a Preamble and Resolutions in Springfield.

The school terms are yet too short in all the States, and the wages paid are not yet sufficient in any of the States. \$77,000,000 would help very materially to remedy both these defects.

POOR old Yale! Does "a member of the faculty" own a "stuffed elephant"? What do they think they can do in the way of drawing students without a "stuffed elephant"?

DRIVING STUDENTS OFF.

DE. LAWS, by his tyrannous bullying, indecent management of the State University up at Columbia, according to the official report of the Committee, is driving the best element of our young people out of the State to finish their education.

The exact wording of the official report is as follows:

"We find, much to our mortification that the young people of our State go elsewhere to finish their education, that there is discontent and want of harmony among its faculty, that the relations between the management, the faculty and the students are not harmonious, that the students have been denied that most sacred right of American citizens, the right of petition, and that there is want of recognition between the governing power and the students that must soon, if not remedied by a change of management and mutual recognition of the rights of each other, maim and retard the University in its great work."

This is why in view of this "deplorable state of facts," Hon. John F. Morton of Ray County says, "that the methods employed should be abandoned, or the person or persons in charge should be relieved of the management * * I believe the last suggestion should be adopted; and the first would follow."

REPRESENTATIVE government with us is justice organized; it is reason and intelligence animated with life and activity; it is morality armed in the defence and uplifting of the people.

A WISE MOVEMENT.

THE Executive Committee of the National Educational Association have done a wise thing in appointing



PROF. J. A. B. LOVETT,
OF HUNTSVILLE, ALA.,

an active manager of the N. E. A. for that State.

If similar action should be taken in regard to all the States it would very materially enhance the interest and value of the meeting and add very largely to the attendance at Nashville.

Prof. Lovett is one of the ablest organizers, and one of the most eloquent and effective speakers in the South.

The committee say:

"You will please call to your aid a committee of from three to five persons, including other directors (if your State has such officers), and put forth such constant and organized effort as will secure a large attendance at the next (Nashville) meeting. It is very important that both North and South be thoroughly aroused to the importance of this gathering. In the cause of education it must be eventful.

Railroad companies are hereby requested to extend to you the courtesies which are generally granted to our officers and representatives, and which will be fully returned in the results of your labors in your State.

Your committee will report to the Local Executive Committee for Tennessee, Capt. W. R. Garrett, Chairman, Nashville.

Very cordially yours,

A. P. MARBLE, President,
E. C. HEWETT, Treasurer,
J. H. CANFIELD, Secretary,
Executive Committee N. E. A."

The railroads of the South particularly are co-operating in every way possible to insure a large attendance.

The Louisville and Nashville R. R. Co., with its direct line to Nashville from Cincinnati, St. Louis, Memphis and New Orleans, will be ready, we learn from Mr. John W. Mass, the

popular and efficient representative of the L. & N. at St. Louis, who is already at work making preparations, to take the best kind of care of the crowd that will be drawn to this great gathering.

The G. P. A. of the Nashville, Chattanooga and St. Louis R. R., at Nashville, writes Prof. Lovett under late date as follows:

"PROF. J. A. B. LOVETT, Huntsville, Ala.

Dear Sir: I am informed by Prof. W. R. Garrett, President of the Local Executive Committee of the National Educational Association here, that the National Association has issued a commission to you as Manager of the Association in the State of Alabama, and in view of the necessity for organization, especially in the Southern States, I judge that you will, in the prosecution of this work, have to travel over the State more or less, and do a great deal of hard work in order to accomplish all that the Association desires for the State of Alabama, and I take pleasure in heartily recommending you and your efforts to the favorable consideration of the transportation lines in Alabama.

The success of the meeting of the National Educational Association here, July 16, 1889, will depend very much on your efforts in organizing and getting the teachers throughout the State interested and at work to bring Alabama into line with the other leading Southern States, and to give the South that standing with the Association which it is justly entitled to, and which it now, for the first time in years, has the opportunity of reaching.

Respectfully,
W. L. DANLEY, G. P. A."

POOR old Cornell University! We presume not "a member of the faculty" owns a "stuffed elephant," and yet they expect the University to be prosperous!

James M. Cuttall, Ph.D., has arrived on the steamer Servia, and will assume his duties as Professor of Psychology in the University of Pennsylvania in February. Graduating with honor at Lafayette College, under his father's Presidency he then became a Fellow in Johns Hopkins, and subsequently received his degree of Doctor of Philosophy at Leipzig. His novel researches in Psycho-Physics have given him celebrity in Europe.

Thomas M. Farquhar, A.M. (Lafayette, 1871), has entered on his duties as Superintendent of the Schools of Bethlehem, Pa., to which he was unanimously elected as the successor of the lamented Prof. George H. Desh, deceased.

Charles Elliott, D. D. has returned from California, and resumed his Professorship in Lafayette College, Easton, Pa.

HAS "a member of the faculty" of Michigan State University got such a drawing card as a "stuffed elephant"? Poor old Michigan University!

LOUISIANA

EDITION

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G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

OUR teachers open the doors of opportunity to talent and virtue, and the whole State is enriched and made safe by their work.

Do you not know that property as well as probity rushes away from the illiterate, the idle and the imbecile, to the intelligent, the industrious and the brave? Is not this fact patent in every community?

WORK is victory.

WHERE is the scale competent to measure the outcome of this work done by the faithful teacher?

THIS mysterious tide of vision, opening up and opening out into power to see events and things and their relations: who can measure it? The teacher brings it, inspires it, directs it to wise ends. Let us take hold and help, and not hinder, such work. There is, alas! too little of it in the world at best.

THE teacher is the root of so many great things and great thoughts, which ripen into noble action, that we reverence them in the work they do. Do not attempt to put obstacles in the way of such work.

A "SOUTHERN POLICY."

IN a letter from Hon. S. M. Finger, State Superintendent of Education, of South Carolina, received by the writer more than a year ago, that gentleman says:

"The Southern Educational Problem is peculiar, and nobody can solve it but the Southern people, because no other people understand the real conditions and difficulties."

The sentence is full of truth. Bravely and broadly as the South has worked out, and is still working out, her many problems—forced upon her by changed circumstance—that of Universal Education, is far short of a satisfactory solution. Many things are needed yet. Chief of these are:

1. A more enlightened and strenuous popular demand for the best in Common Schools; and, 2. More professional spirit and unity upon the part of the teachers themselves.

The energies of all friends of universal education throughout the South should be especially devoted to these two things—for these comprehend all else.

There are two instrumentalities by which to secure these two objects, which readily suggest themselves:

First. A Southern Educational As-

sociation. Second. Educational Evangelism throughout the South.

When a Southern Educational Association is suggested, it is not intended to propose anything which shall supersede or antagonize, in the South, the grand work of the National Educational Association. But there are peculiar difficulties at the South, social and political; and several factors in our Educational problems, which, in the nature of things, the National Association cannot deal with.

Therefore, a Southern Association would be supplementary to the National, doing work and securing results entirely out of reach of the latter. Such an organization has been, at various times, proposed by various Southern educators, and in every case has received commendation and generally very strong endorsement. Lack of opportunity alone seems to have prevented the execution of the idea.

An opportunity, too good to be lost, will present itself next July at Nashville, and Southern teachers should begin agitating the matter now and keep it up until then, when the whole may crystalize into good shape.

Now, what is meant by "Educational Evangelism?" Hon. Jno. O. Rust, of Ky., gave the meat of the matter, when he said at the Mammoth Cave Meeting of the Kentucky Association:

"What we need in this State is some one to hold a few genuine old-fashioned, Methodist, Educational revivals." And that is truth. We need to be converted, as teachers and people. Converted from the old idea that "common schools" are for the "poor," that they are "charitable institutions;" that the money spent on them is nearly so much wasted; that only the "hard-up" and the incompetent will teach them; in short that they are not respectable. We need to be converted to the knowledge of what the American Public School means; to faith in its work and possibilities; to the doctrine of "local taxation" for its betterment; to the consciousness that it is false pride and false patriotism which would reject help for these schools, from either State or Nation.

It is a thoroughly practical and practicable plan to effect the association of Southern teachers, and the friends of common school education throughout the South.

This done, one of the first steps should be to find some man who has had experience in all grades and conditions of schools; who knows and feels the South's peculiar difficulties and needs; who can arouse enthusiasm and break down prejudice by sympathetic argument; who is in short, a type in himself of the "New South;" and have him visit not only the larger towns, but the smaller places, and even the country districts from the Ohio to the Gulf, and with vim and purpose spread the Gospel of Universal Education, for both sexes and all colors. Let his work be to:

(1.) Arouse the people to the value of common schools; (2.) the teachers to the dignity of their profession; and (3.) whole communities to the necessity of Local Taxation, to supplement State aid, and "National Aid." Are these things worth doing? Is there not a call for action?

R. N. ROARK.

VIRGINIA.

HERBERT B. ADAMS, of the Johns Hopkins University, supplies Circular No. 1 of the Bureau of Education—"Thomas Jefferson and the University of Virginia," is his topic, but Mr. Adams includes notice of Hampden-Sidney, Randolph-Macon, Emory-Henry, Roanoke and Richmond, Washington and Lee, and the Virginia Military Institute.

All of Mr. Adams' work is done faithfully, exhaustively, and intelligently, and he is contributing toward the formation of an invaluable pedagogical library. Numerous engravings, illustrative of Jefferson's plans and of the University buildings erected, render this monograph of interest even to students of art.

So much false doctrine has been ascribed to Jefferson by ignorant writers upon "Jeffersonian Democracy," that this monograph should be read by all who feel any interest in Democratic principles.

Jefferson was an ardent advocate of Public Schools, "reaching from the Primary School to the University."

As the South is but beginning to discern the truth of Jefferson's profound utterances, it will find such clear but brief statements of Mr. Adams of incalculable benefit.

We congratulate Commissioner Dawson upon the real service which he is rendering the country through the Bureau of Education.

CIRCULAR No. 5, 1888 Bureau of Education, is A. D. Mayo's "Industrial Education in the South," and in its publication Commissioner Dawson again vindicates his careful scrutiny of school interests, and the trained judgment which enables one to select the most important topics for consideration.

Mr. Mayo wisely and truly says:

"The bottom question in Southern life is neither political in the partisan or economic sense, nor social even including the race question, half as much as it is the Educational question in the broadest sense of the term."

THE man of integrity and intellect is always and everywhere at the top of affairs, guiding, directing, enlightening and inspiring the people. If you fail to get such an one, you fail for good. Get such an one, and success is assured.

THIS life of your pupil—and your own life—a little gleam of time be-

tween two eternities—how large and important it is. The best wisdom and the deepest sincerity and the greatest industry only, will avail.

THE school directors and tax-payers, at the next annual school meeting, should remember the truth of Gov. Crittenden's declaration, that "parsimony towards education is liberality towards crime."

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

ESTIMATES.

HAVE you looked over carefully the following "official form" for estimates for 1888-1889? It would be a good idea to compare it with the school law, so as to have all the items carefully and thoroughly discussed:

FORM FOR ESTIMATES FOR 1888-1889. To the County Clerk of Boone Co., Mo.

Dear Sir: Please find herein as Estimate of the amount of Funds necessary to sustain the School in District No. 4, Township No. 41, Range 24, for the period of six months, and other amounts required.

For Teachers' Fund.....	\$300.00
For Building Fund.....	400.00
For Incidental Fund, Globes, Maps, Charts, Blackboards, Fuel, etc.....	100.00
For Interest on Indebtedness...	50.00
For Sinking Fund	50.00

Total.....	\$900.00
Deducting Cash on hand.....	\$150.00
Deducting amount estimated from Public Funds.....	50.00 200.00
Amount to be levied on taxable property of the District.....	700.00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1889, it was ordered that school be held for the period of six months, and that the various amounts above

specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to 65 cents on the \$100 valuation, if so much was needed to raise the amount for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two thirds of the voters in the district voted in favor of the levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on the same, which are not restricted by the Constitution to any definite per centum.

JOHN DOE, District Clerk.

The clerk will draw a line through any portion of the certificate not suited to the action of the meeting.

ORDER OF BUSINESS.

for the use and convenience of the chairman of the Annual Meeting:

1st. House called to order by President of the Board, 2 P. M.

2d. Election of Chairman and Secretary.

3d. Annual Report of District Clerk.

4th. Election of one Director, who shall hold his office for three years.

5th. Election of Directors to fill vacancies, if any.

6th. The length of time the public school shall be kept open.

7th. Shall the school be supplied with tools to work with, such as Maps, Charts, Globes, Blackboards, Erasers, Crayons, &c., and what amount shall be expended therefor?

8th. What amount shall be expended for fuel, buckets, dippers, brooms, repairs, etc.

9th. A vote to sell property and apply the proceeds.

10th. To decide proposition for change of boundary lines.

11th. Choice by ballot for County Commissioner.

12th. To increase the levy to 65 cts. on the \$100 for school purposes.

13th. To direct levy for building school-house of 1 per cent, or less in village schools, and 65 cents on the \$100 or less in district schools.

14th. To determine the location of school-house.

15th. To decide for or against loan for building purposes.

16th. To vote such a sum as may be deemed necessary for the purchase of district library.

17th. For fencing and decorating school grounds, repairing and building out-houses, &c.

18th. Miscellaneous Business.

19th. Adjournment.

THE teachers plant themselves on the everlasting truth that intelligence, truth, and virtue, as elements of character, abide. Other things are a sham!

THE real teacher is an original man or woman (not a second-hand borrowing one)—standing upon and working with and for the real, the

enduring, the eternal. What sort of an equipment does this demand?

WHO owns the elephant up at the Missouri State University? The committee appointed to investigate the concern, say—officially—

"An elephant, owned by a member of the faculty, bought without authority, for which \$1,100 has already been paid out of the maintenance fund of the University."

Who owns this elephant? Who has been guilty of this misappropriation of funds—this malfeasance in office?

Who wants to send a boy, just at the formative period of his life, to an institution where the President is guilty of malfeasance in office, and is so reported officially to the State Legislature by a responsible committee?

A GRAND MOVEMENT.

"Where all those pleasures live
That Art would comprehend."

WE accept the warning, not to attempt to "paint the lily or gild refined gold." We would not, by any feeble presentation, darken the luminous exposition of Dr. Holland in discussing "Goethe's View of Nature," and yet we may venture to express the common feeling of his auditors, that his addresses are ever a fresh source of pleasure and a useful stimulant.

Dr. Holland's services to the interests of sound scholarship, have been continued and varied. Still the JOURNAL is specially inclined to select the one which illustrates the potency of honest individual effort and its oft-repeated statement that the day of small things is the condition precedent of the day of striking achievement.

Dr. Holland has been of those who, upon moving into a community, waste no time in disparaging comparisons, but at once identify themselves with the best interests of their adopted city.

The "Dante School" is simply the concrete realization of Dr. Holland's cherished plan of bringing into harmonious co-operation all the intellectual forces which make for true ethical culture. The Guild-Room of Dr. Holland's Church has begun to be the centre of helpful intellectual effort, and promises to become an influence in comparison with which more selfish schemes sink into insignificance.

Hitherto in St. Louis, as elsewhere, many have sought to use culture as a lever, rather than as a cause, for fraternity. Hence a daily paper has devoted itself to the ridicule of any effort not that specially framed by its writers, and yet has proposed no substitute for the useful stimulus afforded by any form of intellectual excitation.

Dr. Holland's plan, so far as developed, gives assurance of a catholicity which will welcome the most diverse

views and the least related kinds of investigation—always provided that the work be genuine and that it make for sound culture.

The JOURNAL has labored so long with those who are responsible for any advance that St. Louis has made, that it feels that it has the right to criticize the efforts of others and to recognize all valuable innovations.

The JOURNAL believes that when the pulpit sympathizes with the efforts of the laity, and infuses these with the high aims of religion, it is more fully exerting its mission than when resolved to recognize no secular obligations. Hence the JOURNAL rejoices not only that one of our foremost divines should add to his strictly professional qualifications a culture so broad and a judgment so sound as to sympathize heartily with efforts which, though not theological, are surely intended to be co-operative with all that promotes humanity's best interests.

AN INVITATION.

A. F. NIGHTINGALE, President of the Department of Secondary Education of the National Educational Association, in accordance with a resolution adopted at the San Francisco meeting, invites any person engaged in the work of Secondary Education, to prepare a paper upon some important subject connected with High School Instruction, and submit the same by March 1st, 1899, to the Executive Committee. Three thousand has been set as the limit; a fictitious name is to be signed to the MS.; the real name, together with the one assumed, are to be transmitted in a sealed envelope; and the paper adjudged the best will be read. Pres't Nightingale's address is 1734 Diversy Ave., Lake View, Chicago, Ill.

The JOURNAL has urged the need for co-operation on the part of High School teachers, and the long-continued neglect of a useful comparison of views.

The High School question was fought over in St. Louis from 1853 to 1886, and it is not certain that it has yet been settled. No part of the St. Louis system has contributed more directly, more undeniably, or more effectually to the proof of claims made for public education; no institution has been able to point with equal pride to the record of its teachers or of its graduates; and yet the institution still has to contend against the prejudices of influential men who will not spare time to study the question. Hence it is reasonable to suppose that in smaller communities, where the High Schools have had less opportunity for demonstrating their undoubted usefulness, there must be yet greater need for the co-operation of the friends of Secondary Education.

Again, in many parts of the country the High School is an academy rather

Rich and Poor,

Prince and Peasant, the Millionaire and Day Laborer, by their common use of this remedy, attest the world-wide reputation of Ayer's Pills. Leading physicians recommend these pills for Stomach and Liver Troubles, Costiveness, Biliousness, and Sick Headache; also, for Rheumatism, Jaundice, and Neuralgia. They are sugar-coated; contain no calomel; are prompt, but mild, in operation; and, therefore, the very best medicine for Family Use, as well as for Travelers and Tourists.

"I have derived great relief from Ayer's Pills. Five years ago I was taken so ill with

Rheumatism

that I was unable to do any work. I took three boxes of Ayer's Pills and was entirely cured. Since that time I am never without a box of these pills." Peter Christensen, Sherwood, Wis.

"Ayer's Pills have been in use in my family upwards of twenty years and have completely verified all that is claimed for them. In attacks of piles, from which I suffered many years, they afford greater relief than any other medicine I ever tried."—T. F. Adams, Holly Springs, Texas.

"I have used Ayer's Pills for a number of years, and have never found anything equal to them for giving me an appetite and imparting energy and strength to the system. I always keep them in the house."—R. D. Jackson, Wilmington, Del.

"Two boxes of Ayer's Pills cured me of severe

Headache,

from which I was long a sufferer. — Emma Keyes, Hubbardston, Mass.

"Whenever I am troubled with constipation, or suffer from loss of appetite, Ayer's Pills set me right again."—A. J. Kiser, Jr., Rock House, Va.

"Ayer's Pills are in general demand among our customers. Our sales of them exceed those of all other pills combined. We have never known them fail to give entire satisfaction."—Wright & Hannelly, San Diego, Texas.

Ayer's Pills,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Sold by all Dealers in Medicine.

er than a High School, and thus the real office of the department is misunderstood.

The JOURNAL hopes for the largest response to Pres't Nightingale's invitation, and trusts that the St. Louis teachers will not be slow in improving an opportunity for which one of the former Principals worked for years.

We fear our teachers and school officers do not weigh quite as carefully as they ought these practical wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much more work can be done, and so much better work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

THE ART CLASS.

THE "Dante School" has become an organization, and not solely an assembly for the study of the great Italian.

Prof. Wm. M. Bryant is now engaged in delivering Saturday morning lectures on Art—and surely the Fine Arts could have no more able expositor. Prof. Bryant unites large attainments, perfect genuineness and the spirit of the investigator, rather than the didactic method of the school-room. Some fifty ladies and gentlemen have thus far composed his audience, but the door is open for all who can spare an hour for self-improvement.

We have received the 24th Annual Catalogue of the Massachusetts Institute of Technology. The opportunity is thus afforded for the JOURNAL to add its testimony to the high standing of the Institution and to the thorough and strictly scientific instruction there conveyed. Long ago the JOURNAL protested against the "Cant of Science," and protested against the abuse of the term by every dabbler in the subject. Agnostics are not confined to the domain of theology, and their presence elsewhere leads us to call special attention to an Institution which has been so true to the genuine interests of material science, and which has left to others science as a means of "getting on in the world."

If the American people do not read and circulate 100,000 copies of "Testa" soon, it will be proof positive that they do not know a good thing when they see it.

INDIANA, the State of "Hoosierdom," has now 2,500,000 people, a school fund of \$10,000,000, school houses for every three miles of territory, with a per cent. of illiteracy less than any of the sisterhood of States. Except two, has railroads connecting every county with the capital. So, "all roads lead to Rome," with intelligence and unlimited resources as a basis of industry.

THE heavier Carlisle & Co. trample upon the six millions of illiterates, and by the tyranny of a one-man power he holds them down—the fiercer will be the recoil against him one day. He seems to forget that injustice pays itself with frightful compound interest.

OUR teachers, when they look over the work accomplished—distinguish truth from error and see the beautiful and wise in character growing constantly into what is best and noble in manhood and womanhood. This is their exceeding great reward—their permanent, eternal success.

LET the teacher do his work: the fruit of it is the care of another and a greater than he.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with *Blackboards, Maps, Globes and Charts*, than you can do without these "helps."

Get "some tools to work with."

"TESTA" proves that Italy works nobly in the search of a clear truth in all branches of knowledge, and America will join Italy now in this because America will read "Testa."

RECENT LITERATURE.

The Century Co. has been engaged in the preparation of the "Century Dictionary," designed from its perfection to supplant all others. The ability of the editorial corps gives every assurance that the six parts of this serial should be purchased by all readers of the JOURNAL.

Poet Lore is a new monthly magazine devoted to "Shakespeare, Browning, and the Comparative Study of Literature." Among the contributors to the initial number are Dr. W. J. Rolfe, Dr. H. H. Furness, W. H. Wyman, Editor of "Shakespeareana," and Dr. Wm. T. Harris. We do not think that the readers of the JOURNAL can afford to lose so promising an opportunity, and we recommend them to send the subscription price of \$2.50 to the Editors of *Poet Lore*, 223 South 38th St., Philadelphia.

Calendars are always in order—always useful—because so much time, unless we make a note on't, slips unconsciously through our fingers, leaving us with nothing to show for it; but with a calendar before us it hath, as Shakespeare says,

"Been to us rare, pleasant, speedy:

The time is worth the use on't."

NIMS & KNIGHT, of Troy, N. Y., have issued a half dozen for 1889. Beside the old favorites made up from Dickens, Thackeray and Schiller, we have "Sunshine," and "The Year in Thought Calendar." "The George Eliot" is a handsome block calendar. The back consists of a portrait of George Eliot, a view of her home and the Donnington arms, and ideal portraits of Romeo and Hetty. One of these is as pretty as the other. Choice does not rest in merit, but merely in the idiosyncrasy of the buyer. These are all timely and valuable in and of themselves for the lessons they teach.

MEN AND MEASURES OF HALF A CENTURY. Sketches, Reminiscences, and Comments. By Hugh McCulloch, Secretary of the Treasury under Lincoln, Johnson and Arthur. Royal 8vo, 512 pages. New York, 1888. Chas. Scribner's Sons.

The personal sketches of this book are its life and charm; the many interesting anecdotes, incidents, reminiscences, serving as an inducement to the reader to wade through the valuable financial reading and his history of the National Banking System; all of it a valuable contribution to the financial history of the country, showing that the author kept a clear, observant eye upon all the great happenings of the "Half a Century's" history that he relates.

ANIMAL MEMOIRS.—Dr. Samuel Lockwood's Readings in Natural History.

We have been instructed as well as amused by an hour's examination of good Dr. Lockwood's "Animal Humor," a work of 317 pages, published for the use of schools, by Iverson, Blakeman & Co., New York and Chicago. It is written so prettily, the language adapted to our boys and girls at school, who will appreciate the wit and fun, as the instinct of the brute creation is developed, in the humor, kindness or savagery of animal nature. The book should find a place in the families and schools of the country.

From the same house we have "FIRST LESSONS IN WOOD WORKING, FOR THE MANUAL TRAINING SCHOOL, THE SHOP OR HOME, with Illustrations. By Prof. Alfred G. Compton, of the College of the City of New York. It has working sketches and drawings of tools and materials needed; how to keep them in good order, and their adjustment. It is a thorough instructor in the workshop, and an aid in developing the mechanical genius of the boys.

THESE teachers make the tour of the continent to plant schools, to enlighten the people, to open the way to light, liberty and power, to link all in a common interest, and to spread civilization, tranquillity and happiness, to sing hymns of glory over the grave of ignorance and despotism. Carlisle & Co. are excused.

The *Chicago and Alton R. R.* not only links the three great cities of the West, but it links to itself an ever increasing patronage from the traveling public by its magnificent equipment of Ladies' Palace Day Cars, Palace Reclining Chair Cars, free of extra charge, with no change of cars of any class between Chicago and Kansas City, Chicago and St. Louis, and St. Louis and Kansas City, so that you want to see that your tickets read *via the Chicago and Alton R. R.* to secure these advantages.

THE official form for estimates on page 12 of this issue, will be a good one to follow on the first Tuesday in April, in Missouri. Don't forget Gov. Crittenden's statement of the fact, that "parsimony towards education is liberality towards crime."

Liberal estimates should be made, so that the schools may be continued nine months out of the twelve and arrangements made to pay the teachers at the end of each month, as other county and state officers are paid

STILL AHEAD.

IN addition to its magnificently furnished vestibuled trains the use of electric lights has been inaugurated in the Northwest by the *Chicago, Milwaukee & St. Paul Road*. Two trains of nine cars each have been started, one train from Chicago for St. Paul and the other in the opposite direction. Both trains are not only vestibuled throughout but are steam heated from the engines. All the coaches are brilliantly illuminated by electricity from a dynamo in the baggage car. A novel feature in the sleeping cars is an incandescent burner in every section, permitting the occupant to read a book or paper while lying in bed. The two trains will be run daily, the St. Paul making the most of the fact that it is the only road between Chicago and the Twin Cities possessing the new system.

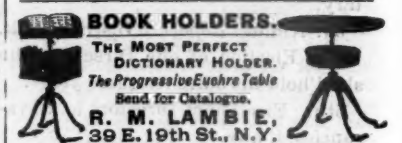
No matter what degree of cold may exist anywhere along the line, an even temperature of heat is maintained throughout the interior of the train. Connections made in Union Depots at all points. The *Chicago, Milwaukee & St. Paul Road*, with these other attractions, of course, will not only draw, but hold on to its increasing patronage.

MEN and parties pass away; principles are eternal. Carlisle & Co. begin to realize this fact too late.



Over 14 Millions Sold in this Country alone.

The Best Fitting and Best Wearing Corset Ever Made. SOLD EVERYWHERE.



THE CAR SERVICE OF THE Wabash Railway

Is the very best, and consists of Handsome New SMOKING and PARLOR COACHES, Elegant FREE RECLINING CHAIR CARS, the best and most completely equipped DINING CAR SERVICE in the World, and the magnificent PULLMAN PALACE, WAGNER and WOODRUFF SLEEPING CARS.

The road-bed is kept in splendid condition. The tracks are all laid with heavy steel rails, and the fast time, close connections and superior accommodations on the Wabash are unequaled by any other line.

Information in regard to Routes, Rate, Time of Trains, Connections, etc., will be cheerfully and promptly furnished on application, personally or by letter, to any Agent of the Wabash Railway. JOHN McNULTY, Receiver, S. W. SNOW, Gen'l Passenger Agent. CHICAGO.

We Travel BY THE SANTA FE ROUTE.

And take the Handsomest Train in the World. And it leaves Dearborn Station, Chicago, every day, at 1:40 P.M., for Kansas City, St. Joseph, Atchison, Topeka and Leavenworth.

It is the Pullman Vestibule, so comfortable, that, after enjoying a trip, passengers will continue to talk about it. Others, hearing of this comfortable and safe traveling, "Go and do likewise."

THE GOOD THINGS OF LIFE ARE DISPENSED in the Dining Cars. The Sleeping and Reclining Chair Cars, lighted by electricity and heated by steam, are found in all these trains.

This is Not All.

Every Night, at 11 P.M.,

The California Express

Leaves and runs through to Kansas City, and Pullman Sleepers go through to San Diego, via Los Angeles, Without change, making quicker time than any other train out of Chicago.

2-21-17

TIME IS MONEY!

TEACHERS! You can save time and money by using GRIFFIN'S GRADE and ATTENDANCE CARD. Copyright 1886. Recommended by Commissioner of Education and State and County Superintendents, all over the U.S. Arranged for 60 scholars. One day saved every month by using it. Send 10c. for sample to the Pub., JOHN A. GRIFFIN, Baker City, Oregon.

Boys and Girls send 50c. for sample Self-Inking Rubber Stamp, to print your name on Cards, etc. Latest out. Agents wanted. E. S. MILLER'S Rubber Stamp and Printing House, Newark, O.

We count it a matter worthy special mention that a school, to be known as "The Moran Short-Hand Company" should have quietly established itself a month ago at 1522 Olive St. this city. The business of this institution will be to publish Stenographic and Type-Writer Instruction Books, qualify Short-Hand Teachers, and conduct a general Business School. But the special and characteristic feature will be TEACHING BY MAIL. Passing the question whether this can be made to pay, we ask, Can the teacher perform his complex work, and exert that same magical influence in dealing with pupils whom he can neither see nor hear; and who, in turn, are deprived of the "personal presence" and "living voice" of their instructor? Even if a written lesson should prove effectual, can he find time to write out long explanations, and make corrections once or twice a week for a large class? These *a priori* inquiries are vain, however, in view of the fact that correspondence instruction has already been proven a decided success. Supt. J. M. Greenwood says he both studied and taught Mathematics in this way for many years. Cheap postage, paper, printing and engraving, fast mails, numerous postoffices, short-hand, the type-writer, telephone and telegraph, suitable text-books, all facts of recent date, enable teachers now to accomplish great things in this new field. In order to interest and inspire a pupil, it is not necessary for the teacher to sit face to face in the same room with him. It is an egregious error to suppose that in no other way than by direct oral instruction, have teachers of all times accomplished their best work. It is true that Dr. Webster, Plato, Shakespeare, Solomon and Job have been our teachers—members indeed of the faculty of that great University of the World in which our best lessons have been received. These men we never saw, but have they not taught us? Isolation is no drawback—rather an advantage. Mutual respect is preserved and self-reliance inculcated. Separation tends to elevate and spiritualize the intercourse between learner and master.

Prof. Moran, whose enthusiasm in this work is without bounds, has spent several years' labor and thousands of dollars in perfecting his method of giving instructions by mail in Stenography and Academic studies. Our readers, particularly those interested in Short-hand, would do well to write for Sample Lessons, which are for the present given gratuitously.

The possibility of getting an education by home study, with competent instruction, will prove a rich blessing to plodding thousands who cannot possibly leave their work to attend college. The poor rustic who must remain at home and help his widowed mother may nevertheless sing:

Though daily I must toil with hand and head,
And seldom pass beyond my humble gate;
Still am I taught by teachers famed and great,
And safely up the hill of science led.

CATARRH CURED.

A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a recipe which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Prof. J. A. Lawrence, 48 Warren St., New York City, will receive the recipe free of charge.

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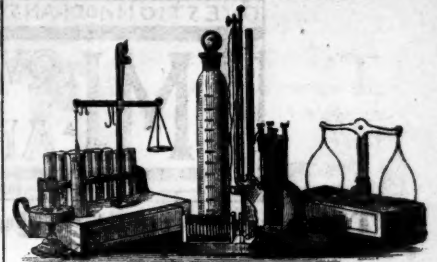
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